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ABSTRACT

A proposal for a pilot project in elementary guidance was submitted to the Connecticut State Department of Education in November, 1968. it was accepted and implementation began in January, 1969. Thus, State, along with Federal and local educational agencies served as enabling factors for this project. There were five general objects. There were: (1) counseling with children; (2) consultation with teachers; (3) cooperation with the administration; (4) coordination with parents and the community, and (5) supervision of student counselors. The nine pilot program counselor activities included (1) individual counseling with children, (2) counseling with small groups, (3) classroom observations, (4) teacher conferences, (5) parent conferences, (6) conferences with student counselors, (7) participation in staffing and (8) planning measurement instruments were used during the project period and five practices were intiated. These practices included the use of sociometry and group counseling, among others. (BW/Author)

ED 064638

THE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR: A REVIEW OF THE PILOT PROGRAM IN THE ANNIE VINTON SCHOOL, MANSFIELD, CONNECTICUT

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by

Robert J. McBrien
Project Counselor

EC 007 280

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The elementary school counselor is a comparatively new professional on the national educational scene. The introduction of the elementary pupil personnel specialist in Connecticut is especially new to smaller school districts and this is partly due to the variety of role descriptions and training programs in other states. Many smaller school districts could not introduce elementary guidance programs at this time if it were not for the National Defense Education Act, with the provisions of Title V-A which designated funds for elementary guidance programs.

A proposal for a pilot project in elementary guidance was submitted to the Connecticut State Department of Education in November, 1968. It was accepted in December, and implementation began in January, 1969. Thus, Federal, State and local educational agencies served as enabling factors for this project.

The major goals for the Annie Vinton School demonstration project follow.

GENERAL OBJECTIVES

I. Counseling with Children

A. Devote more than half of the time in contacts with children.

B. Interview each child in grades K-3 at least three times between January and June.

C. Counsel referred children with these goals:

1. Build the child's feelings of self-worth.
2. Provide a "safe" climate for self-exploration.
3. Allow the relationship to grow at the child's rate.

D. Counsel in small groups wherever possible.

II. Consultation with Teachers.

A. Provide consultation which enables teachers to better meet individual needs.

B. Encourage teacher participation in the referral process through a child-study approach.

C. Involve the teacher in the project in such a way that he or she will not perceive guidance as another additional duty, but as a genuine service.

D. Assist the teacher in interpreting maladaptive behaviors of children in objective terms and to program remedial strategies using behavioral modification techniques.

III. Cooperation with the Administration.

A. Define with and for the principal needed practices for the promotion of mental health in the school.

B. Encourage participation by the principal as a member of the guidance team.

C. Relieve the administrators of some of the responsibilities involved in referrals.

IV. Coordination with Parents and Community.

A. Encourage parent conferences with the counselor.

B. Assist parents in developing behavioral goals for their child.

C. Communicate with all parents regarding counseling goals for their children.

D. Encourage and assist the parents in contacting an outside agency, through the Director of Pupil Personnel Services' Office.

E. Interpret the guidance program to the school community.

V. Supervision of Student Counselors.

A. Provide opportunities for the development of a personal counseling style.

B. Provide opportunities for maximum contact with children.

C. Provide experiences in group and individual counseling.

PILOT PROGRAM ACTIVITIES

The activities of the counselor are listed below.

1. Individual counseling with children.

2. Counseling with small groups.

Activities continued.

3. Classroom observations, using Kounin's time sampling procedure. (Gordon, 1966) (see Appendix E. p. 36)
4. Teacher conferences, using the behavioral rating form. (see Appendix D. p. 33)
5. Parent conferences, including school initiated, parent initiated, telephone, and team conferences.
6. Conferences with the principal.
7. Conferences with student counselors.
8. Participation in staffing.
9. Planning, preparation of materials and record keeping.

The materials which were developed, or adapted, and used during the project period are listed below.

1. Observation of Behavior: Teacher Rating Form.
2. Children's Attitude Towards School Survey. (see Appendix H. p. 39)
3. Survey of Guidance Functions. (see Appendix B. p. 24)
4. Time-Sampling Observation Form.

These practices were initiated:

1. Use of sociometry.
2. Group counseling.
3. Referral procedures restructured.*
4. Referral Record Book for the Guidance Team.*
5. Involvement of Student Counselors.

*Developed with the Guidance Team.

UTILIZATION OF THE COUNSELOR'S TIME

Since the project counselor, an advanced graduate student in counseling and guidance, was limited to accepting a half-time position and the administration agreed to this, the counselor's day was three hours long. A schedule was developed using half-hour blocks of time. The presentation below represents a summary of all activities as recorded in the counselor's daily log.

Activity	Total Hours
Group Counseling	11
Individual Counseling	82
Classroom Observation	51
Teacher Conferences	9
Parent Conferences	7
Principal Conferences	7
Student Counselor Conferences	11
Planning, Preparation of Materials, and Record Keeping	38
Total Contact Hours	216

The counselor's contact time with children totaled about 90 hours. Another 50 hours was spent observing children in classrooms.

PRACTICUM EXPERIENCE FOR STUDENT COUNSELORS

One of the goals of the pilot project was to become involved in the training of elementary counselors. This goal was realized when two graduate students working for the Master's degree in counseling were assigned to the Vinton School for their field experience.

As stated earlier, the goals for student counselor's included: maximum contact with children, experiences in individual and group counseling, and opportunities for the development of a personal counseling style based on their training, and modified by this experience.

The problem of identifying children for student counselors was through the use of a sociometric test. Each student counselor was assigned to two consecutive grade levels, serving as counselor for one classroom at each level. The only exception was if a child in the student counselor's room was already referred, in this event the project counselor continued to meet with the child. The problem of identifying children for student counselors was solved through the use of a sociometric test. The test was given by the teacher and the student counselor in each assigned room. Counselors scored the tests (tallying nominations for "who would you choose to sit with"). The least accepted children in each classroom were identified, and of these, any not yet referred for counseling became clients for the student counselors.

The counseling procedure reported here was developed by the student and project counselors. It was considered experimental and used with unpopular children by the student counselors. The results of the technique with second and third grade unpopular children are presented in the table below.

TABLE I
COMPARISON OF SOCIOMETRIC SCORES

Subject		Before	After	Gain
	1	2	5	3
2nd	2	1	5	4
Grade	3	0	2	2
	4	1	2	1
	5	1	4	3
	6	1	3	2
	1	1	1	0
3rd	2	1	0	-1
Grade	3	0	1	1
	4	0	0	0
	5	0	0	0
	6	1	7	6

By the fifth week of the fifteen week practicum period, the following procedure was used. At the first session each counselor saw the pupil on a one to one basis; at the next session the pupil brought a friend for a group session. The session following the group session was private. During this follow-up conference the counselor provided feed-back to the pupil concerning the group session, and a discussion of the group activities was held. This cycle of private-group-private took three weeks to complete, since meetings were

weekly. The cycle was completed three times for most groups. The comparison of scores before and after the counseling showed 8 of the 12 children improved, however, since a control group was not identified it is possible that the changes were due to regression.

The student counselors were involved in one other experimental project, that of developing a Children's Attitude Towards School Survey (CATS). Since the intention of the instrument was to assess the positiveness or negativeness of a pupils feelings about school, norms were needed. The result of the tabulation of norms are presented below.

TABLE 2
MAY, 1969 CHILDREN'S ATTITUDE TOWARDS
SCHOOL SURVEY

Grade	Number	Mean Score	S.D.
Kindergarten	23	102.57	13.73
First	56	100.30	8.83
Second	45	97.24	10.30
Third	60	98.58	10.05
TOTAL	184	99.32	10.30

The CATS was administered to 184 children during the first weeks of May, 1969. The scores of the children were totaled, by grade level, and for the 184. Mean scores and standard deviations were computed.

The counselors administered, individually the CATS survey to the children. The items were written on cards for sorting, and the children were invited to play a "card game." Each child sorted the cards into three piles,

a "yes", "no", and "sometimes" pile. Positive statements were assigned five points, negative statements, one point, and neutral statements were assigned three points. It was felt that additional revisions, and application in other schools were needed before the CATS could be considered more than an experiment.

SUMMARY OF STUDENT COUNSELORS' TIME

The summary of time used by practicum students was taken from their daily logs. As with the project counselor half hour blocks of time were recorded, by type of activity, and the totals are presented below.

TABLE 3
STUDENT COUNSELORS' TIME USE

Activity	Hours
Individual Counseling	85
Group Counseling	46
Classroom Observation	33
Planning, Records and Preparation	30
Conferences with Teachers	20
Conferences with Supervising Counselor	11
Other Activities	6
Conferences with Principal	1
Parent Conferences	1
TOTAL	233

It was felt that the students in practicum provided a real service to the school. The professional attitude, and willingness of the students to "try" made the supervising counselors role less supervisory, and more of a co-worker in nature.

The preceding section described the major experiences of the practicum students. Both indicated to the supervising counselor their feelings of accomplishment, and their belief that the practicum was the most positive aspect of their graduate programs. The students offered suggestions which are incorporated in the recommendations for future training of elementary counselors which are presented below.

Recommendations for Future Student Counselors:

1. Develop a full year practicum (suggested by student counselors)
2. Elementary counselors receive course work in these areas:
   a. Learning Theory
   b. Special Education (particularly a foundation in learning disabilities and emotional disturbance)
   c. Evaluation of elementary children (psycho-educational approach)

Recommendations for Counselor Educators:

1. Become involved, in some way, with children in school.
2. Develop a Play Media course with a laboratory which involves children.
3. Identify exemplary elementary guidance programs for placement of practicum students.
4. Develop an Assessment course for Elementary majors.

THE TEACHERS' SURVEY

In January and June participating teachers (K-3), were asked to complete a survey of elementary guidance functions. (Brown and Pruett, 1967, see Appendix B)

The results of the January survey, completed before the project began, indicated that teachers at that time felt that 32 of the 71 listed functions were counselor functions, 12 were teacher functions, 3 principal functions, and the remaining 24 were shared, with the exception of 3 functions chosen in the "other" category. No unanimous selections were made.

In June, teachers indicated that 22 functions were best fulfilled by the counselor, 7 were teacher functions, 5 were seen as the principals and the remainder were shared. Again, no unanimous selections were made.

A comparison of the results of both teacher surveys showed that 6 teacher functions, 20 counselor functions and 3 principal functions were unchanged in June.

The following items were identified as teacher functions, both in January and June.

2.* Identify and refer children to school nurse and speech therapist.

7. Administer the standardized tests in the school.

13. Periodically check on student grades to locate underachievers for counseling.

27. Be responsible for ability grouping of students.

*Item numbers on Guidance Functions Survey

32. Plan activities to stimulate interest in the world of work.

34. Prepare pupils for the next higher grade by group discussion.

These items were identified by teachers as counselor functions in the January and June surveys:

21. Discuss referral sources and procedures within the staff.

23. Conduct in-service education for staff members regarding the use of cumulative records.

28. Conduct individual conferences with each new child.

33. Interpret test results to children.

36. Discuss the results of standardized tests with groups.

43. Conduct individual conferences with students to discuss the content of the cumulative record.

45. Provide counseling for students who are disciplinary problems.

46. Conduct case studies of pupils presenting special learning, adjustment or family and environmental problems.

49. Provide individual counseling on a continuing basis for the children presenting learning or adjustment problems.

52. Meet with small groups of children who have common problems.

53. Conduct group sessions on social and emotional adjustment.

55. Provide individual conferences for children who wish to discuss future goals and plans.

56. Conduct case conferences with teachers, administrators, and the pupil personnel team.

57. Conduct individual conferences with all children in which they may discuss matters of concern or interest.

60. Conduct in-service education for staff in the areas of pupil appraisal.

62. Secure and evaluate occupational information for classes (films, film strips, etc.)

65. Summarize and interpret the sociogram results and develop plans to facilitate peer adjustment.

68. Administer personal data blanks, autobiographies, and other student appraisal devices.

69. Conduct individual conferences for students who wish to discuss sociometric results and peer adjustment.

71. Conduct follow-up studies of pupils after they have moved away or into higher grades.

These items were identified by teachers as <u>principal</u> functions on both surveys.

18. At the beginning of the school year, conduct group discussions on school purposes, rules, facilities, staff members.

19. Plan and coordinate the school orientation program.

20. Plan the articulation of the sixth grade and Jr. High programs.

Teachers, apparently continued to identify themselves as responsible for grouping within their class, referring children for health, adjustment or learning problems, and giving standardized tests. Counselors were seen as directing in-service programs in areas concerned with pupil services, or testing. They were also seen as holding individual or group conferences with children for discussion of present problems, future goals, and school performance. The interpretation of various tests including sociometrics, was identified as a counselor function on both surveys.

The principal was identified with planning and coordinating functions including the articulation of sixth grade and Jr. High programs.

The interpretation of the results of the surveys amounts to speculation since the number of respondents was small, and there were no unanimous choices. It does appear, however, that the consensus of the teachers showed they identified classroom grouping, standardized group testing, and initial referrals as their functions, while counselors were seen as holding individual and group conferences with children on non-academic topics, interpreting tests to children, parents and teachers, and giving in-service workshops to teachers on child study, and assesment topics. The items on the survey less specific to classroom routine, or guidance-identified functions (counseling, assessment, cumulative records, and child study techniques), or administrative-identified functions (program organization, including initial planning), were identified as shared functions. A shared function apparently is one that either teacher or counselor could perform. It is unfortunate that the survey did not permit the identification of <u>team</u> functions. It is recommended that further use of this instrument take in to account the identification of team functions.

GUIDANCE TEAM SURVEY

The guidance team for Vinton School consisted of the counselor, school nurse, psychological examiner, learning disabilities teacher, principal, and frequently, the director of pupil personnel services and the speech and hearing specialist. The classroom teacher, a key member of the team, was not included in the following discussion. Student counselors completed the survey in June and were included.

The guidance team survey results indicated that 32 functions were assigned to the counslor category, while 29 were identified as shared functions. Teachers were identified with two functions, standardized group testing and setting up ability groups. Only one function, assisting children to obtain glasses, hearing aids, clothing, etc. (item 24) was assigned to the "other" category. (other included school nurse and social worker). Seven functions were assigned to the principal category. (see Appendix C.)

It is noteworthy that unanimous agreement occurred with the ten items, identified as counselor functions, presented below.

22.* Conduct group sessions in which staff members may discuss problems which they are having in school.

45. Provide counseling for students who are disciplinary problems.

49. Provide individual counseling on a continuing basis for children presenting learning or adjustment problems.

*Item numbers on Guidance Functions Survey.

51. Arrange for parent-teacher conferences as a result of counseling sessions.

53. Conduct group sessions on social and emotional adjustment.

55. Provide individual conferences for children who wish to discuss future goals and plans.

57. Conduct individual conferences with all children in which they may discuss matters of concern or interest.

69. Conduct individual conferences for students who wish to discuss sociometric results and peer adjustment.

70. Prepare news releases concerning guidance.

71. Conduct follow-up studies of pupils after they have moved away or into higher grades.

The above items, unanimously identified as counselor functions, suggest that the counseling-consulting role described by Faust (1968) was the type of guidance specialist the pupil personnel team recognized in the work of the project counselor.

OBSERVATIONS, COMMENTS AND ANECDOTES

Observations in review, the major objectives of the project were apparently fulfilled. The establishment of guidance services at the Vinton school was seen by those involved as a valuable service. Most agreed they should be continued.

The source of greatest help to the project counselor was the school principal. He supported the counselor

throughout the project period, permitting him to try several strategies including small group experiences with non-referred children and administering sociograms in each room.

Comments. This project was definitely handicapped by having the counselor only on a half-time basis. The handicap of time necessitated a decision to limit consultations with parents and, to a lesser degree, teachers. The intermediate grades (fourth, fifth, and sixth) were not provided with the services that the primary grades benefited from. Meeting with groups of teachers were not scheduled, and it was felt communication with the total staff suffered as a result of the half-time schedule.

A full-time counselor, with an office-playroom facility is most desirable. The playroom should be large enough to permit small group sessions. Play materials to be used by children would include any play, art, crafts and sports equipment usually found in elementary schools. An essential item is a four drawer filing cabinet which can be locked. This would provide a secure place for confidential records. The counselor's desk, with a telephone would be in this room. Appropriate furniture for conferring with adults, as well as children is necessary.

Anecdotes. A third grade boy was asked by the counselor what was the best thing that happened to him today. His reply, "Coming with you."

A Kindergarten boy was asked to visit with the counselor and draw a picture for him. His reply, "I don't want to. I want to stay here and play with my friends."

A teacher described her change in attitude after working with a student counselor to try to improve the social status of one child. She indicated that the experience made her aware that, as a teacher, she could influence a child's status.

One teacher described the practice of observation in the classroom by the counselor as "sleuthing."

Both student counselors described working with children as the most positive aspect of their graduate program.

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- APPENDICES -

PROJECT PROPOSAL

TITLE V-A

P. L. 85-864, NDEA

A PROPOSAL TO DEMONSTRATE THE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR AS A STAFF MEMBER IN ONE ELEMENTARY SCHOOL

Submitted By:

MANSFIELD PUBLIC SCHOOLS
P. O. Box 176
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November 22, 1968

MANSFIELD PUBLIC SCHOOLS
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A PROPOSAL TO DEMONSTRATE THE ROLE OF THE
ELEMENTARY SCHOOL COUNSELOR
AS A STAFF MEMBER IN ONE ELEMENTARY SCHOOL

I. Purpose

This project will demonstrate the role and function of the elementary school counselor in relation to one school and its community. It will also show how internship may be developed and used, augmenting the student's experience while providing a school with more service.

II. Objectives

1. To define effective roles for elementary school counselors.

2. To identify the most appropriate areas of study to be included in training programs for elementary school counselors.

3. To demonstrate, to both graduate students and elementary schools, the value of a carefully planned internship in elementary school counseling based on the cooperative efforts of the University of Connecticut counselor educators, local school administrators, and community agencies.

4. To contribute to program development and curriculum change as well as utilization of community resources.

III. Need for the Project

A. There is a need to shed light on elementary guidance functions. Lack of agreement among pupil personnel specialists as to the role of elementary school counselors is expressed in the literature and reflected in the schools.

B. There is a need to give direction to institutions and people who train elementary guidance counselors. Lack of agreement exists among counselor educators as to the most appropriate training for elementary counselors.

C. There is a need to understand the guidance needs of elementary schools as identified by the particular school involved.

D. There is a need to change instructional and administrative procedures in a way that will facilitate direct learning of effective behavior patterns by children. We assume that school procedures reflect school climate. If the project results in a change in school climate, the instructional and administrative procedures should approach compatability with the new climate.

IV. Description of the Project

The project will be centered at the Annie E. Vinton School in the Town of Mansfield. The school houses grades K-6 and has an average pupil population of 365 students.

The project will be coordinated by, and under the professional supervision of, the Supervisor of Pupil Personnel Services. All projects will be administratively responsible to the Principal of the School.

A doctoral candidate in elementary guidance and counseling will be employed 15 hours a week by the Mansfield Public Schools. He will develop a guidance program to meet the needs of all children in this school, and analyze the school's needs and responses to such a program. He will describe a training program that might be developed on a master's degree level to meet minimum pre-service requirements for effective functioning as an elementary school counselor. He will develop and identify appropriate evaluative instruments to measure change in school climate which might be expected to develop because of the Project. Data collecting will be based on the techniques of behavior analysis and modification.

Assisting in this project will be two internes in guidance and counseling at the University of Connecticut. They will work 2 to 4 full days a week under the professional supervision of Dr. Randolph Nelson. Each interne will work directly with teachers and children in two classrooms, representing two consecutive grade levels.

V. Evaluation

Evaluation instruments, in the form of rating scales, sociometric measures, surveys, measures of behavior changes will be developed or selected by project personnel. The role of the counselor will be described in statements that can be evaluated.

Counselor Proposal

VI. Implementation

A. Develop a philosophy and procedure for the program.

B. Identify needed staff

C. Appoint Staff
   Director
   Counselor
   Internes
   Clerical Services

D. Orient counselor and internes to school and community agencies.

E. Plan details of project.

F. Purchase supplies, materials and equipment that may be needed.

G. Operate project (approximately January 15 to June 30, 1969)

VII. Budget Breakdown

Salaries	Local	NDEA	Total
1 Director (part-time)	$ 500.	$ ----	$ 500.
1 Counselor (part-time)	----	3125.	3125.
2 Internes (part-time)	----	2000.*	2000.
1 Clerk (part-time)	----	2000.**	2000.
Consultants	1100.***	----	1100.
Staff Expenses	100.	----	100.
Fixed Charges			
Rent (including utilities and services)	500.	----	500.
Insurance	50.	----	50.
	$2,250.	$7,125.	$9,375.

*This figure supports the addition of internes in the demonstration project. As we see it, this is an important component of preservice preparation. However, it can be deleted without spoiling the original

Counselor Proposal.[1]

design as presented by project ASK last Spring.

**This figure will need to remain unchanged because a clerk was hired on the assumption that the project would start in September, 1968.

***This figure will cover maximum service that Project ASK can give--that is, one-half day a week at $50. for 22 weeks.

[1]This copy represents the proposal sent to the Bureau of Pupil Personnel Services Connecticut State Department of Education, Hartford in November, 1968. It should be noted that funds for internes were deleted and the counselor was cut back to one-half time.

APPENDIX B

A SURVEY OF GUIDANCE FUNCTIONS

CIRCLE THE GRADE YOU TEACH: K 1 2 3

THE FOLLOWING IS A LIST OF FUNCTIONS MOST FREQUENTLY DESCRIBED IN THE LITERATURE AS POSSIBLE ELEMENTARY GUIDANCE FUNCTIONS.

DIRECTIONS:

AFTER READING THE FUNCTION, PLEASE MAKE THE FOLLOWING NOTATION(S) ON THE SPACE PROVIDED FOR EACH FUNCTION:

PLACE A T IF YOU ARE INVOLVED IN THIS FUNCTION NOW.

PLACE A P IF YOU SEE THE PRINCIPAL AS DOING THIS.

PLACE A C IF YOU SEE THIS AS A COUNSELOR FUNCTION.

PLACE AN O IF YOU SEE SOME OTHER PERSON DOING THIS. (OTHER MIGHT INCLUDE PSYCH. EXAMINER, SOCIAL WORKER, ETC.)

PLACE AN X IF YOU FEEL THE FUNCTION DOES NOT BELONG IN ELEMENTARY SCHOOLS.

NOTE: ON SOME OF THE FUNCTIONS YOU MAY FIND YOU WILL BE PLACING MORE THAN ONE CODE LETTER.

This survey is a modification of one developed by Duane Brown and Rolla Pruett and reported in The School Counselor, Vol. 14, No. 4, March, 1967.

FUNCTION

1. _____Conduct individual conferences with children who are not achieving well in school.

2. _____Identify and refer children to school nurse and speech therapist.

3. _____Recommend children to be screened for the special class.

4. _____Identify and refer students to the school psychologist.

5. _____Assist in promotion and retention decisions with a view for considering the best thing for the child.

6. _____Conduct group sessions on how to study.

7. _____Administer the standardized tests given in the school.

8. _____Discipline students.

9. _____Identify and refer children to welfare agencies.

10. _____Involve students in self-appraisal activities so they may better know their own strong and weak points.

11. _____Use standardized tests for diagnostic purposes. (abilities, weaknesses)

12. _____Conduct parent conferences to discuss home and family problems which are effecting the child's school adjustment.

13. _____Periodically check on student grades to locate under-achievers for counseling.

14. _____Analyze cumulative record information to better understand children.

15. _____Conduct parent conferences to better acquaint them with the school.

16. _____Disucss sociometric findings in groups identifying specific information.

17. _____Meet with parent groups to acquaint them with various aspects of the school.

18. _____At the beginning of the school year, conduct group discussions on school purposes, rules, facilities, staff members.

19. _____Plan and coordinate the school orientation program.

20. _____Plan the articulation of the sixth grade and Jr. High programs.

21. _____Discuss referral sources and procedures with the staff.

22. _____Conduct group sessions in which staff members may discuss problems which they are having in the school.

23. _____Conduct in-service education for staff members regarding the use of cumulative records.

24. _____Help children who need them to obtain glasses, hearing aids, clothes, food, and other essentials.

25. _____Visit the home of students who have been referred as behavioral, social, attendance or economic problems.

26. _____Conduct an in-service education program for staff members regarding mental health in the classroom.

27. _____Be responsible for ability grouping of students.

28. _____Conduct individual conferences with each new child.

29. _____Analyze the instructional implications of the standardized testing program.

30. _____Make observations and write anecdotal records.

31. _____Make recommendations for curriculum changes.

32. _____Plan activities to stimulate interest in the world of work.

33. _____Interpret test results to parents.

34. _____Prepare pupils for the next higher grade by group discussions.

35. _____Assist students to become acquainted with summer recreational facilities in the community.

36. _____Discuss the results of standardized tests with groups.

37. _____Conduct individual interview with pupils to interpret test results of standardized tests.

38. _____Administer sociometric device in order to determine adjustment to peer group.

39. _____Assist students to becoming acquainted with out-of-school organizations such as Boy Scouts.

40. _____Make a visit to each child's home at least once a year to better understand his total environment.

41. _____Discuss with groups the purposes and contents of their cumulative record.

42. _____Take new pupils on a tour of the school plant.

43. _____Conduct individual conferences with students to discuss the content of the cumulative record.

44. _____Sponsor certain extracurricular activities.

45. _____Provide counseling for students who are disciplinary problems.

46. _____Conduct case studies of pupils presenting special learning, adjustment or family and environmental problems.

47. _____Schedule special classes such as remedial speech correction, etc.

48. _____Do diagnostic work with children presenting problems.

49. _____Provide individual counseling on a continuing basis for the children presenting learning or adjustment problems.

50. _____Plan and coordinate the school's testing program.

51. _____Arrange for parent-teacher conferences as a result of counseling sessions.

52. _____Meet with small groups of children who have common problems.

53. _____Conduct group sessions on social and emotional adjustment.

54. _____Conduct a survey of needs and interests of pupils.

55. _____Provide individual conferences for children who wish to discuss future goals and plans.

56. ____Conduct case conferences with teachers, administrators, and pupil personnel team.

57. _____Conduct individual conferences with all children in which they may discuss matters of concern or interest.

58. _____Conduct in-service education for staff regarding the testing program of the school.

59. _____Discuss with groups their future vocational and educational plans.

60. _____Conduct an in-service education program for the staff in the areas of pupil appraisal.

61. _____Develop local norms for the standardized tests given in the school.

62. _____Secure and evaluate occupational information for classes (films, film strips, etc.).

63. _____Conduct research regarding the guidance services provided by the school.

64. _____Organize a school guidance committee.

65. _____Summarize and interpret the sociogram results and develop plans to facilitate peer adjustment.

66. _____Obtain persons to speak on occupations.

67. _____Prepare statistical summaries of group test results.

68. _____Administer personal data blanks, autobiographies and other student appraisal devices.

69. _____Conduct individual conferences for the students who wish to discuss sociometric results and peer adjustment.

70. _____Prepare news releases concerning guidance.

71. _____Conduct follow-up studies of pupils after they have moved away or into higher grades.

SUMMARY OF ELEMENTARY GUIDANCE FUNCTIONS SURVEY

FUNCTION NUMBER	1	2	3	4	5	6	7	8
TEACHERS - JANUARY '69	T	T	T	T	T-C	T	T	T
TEACHERS - JUNE '69	P-T-C	T	P-T-C	P-T-C	P-C	T-C	T	P-T
PUPIL PERSONNEL TEAM[1] - JUNE '69	C	C-T	C-T	P-T-C	P-T-C -O	C	T	P-T

CODE: T = Teacher

P = Principal

C = Counselor

O = Other (Nurse, Social Worker)

X = This function NOT APPROPRIATE

[1]Pupil Personnel Team included two Student Counselors

NO.	9	10	11	12	13	14	15	16	17	18	19	20
T - 1/69	O	T-C	T-C-O	T-C	T	T-C	T-C	C	P-C	P	P	P
T - 6/69	P-C	C	C-T	P-C-T	T	T-C	T	T-C	P	P	P	P
PPT - 6/69	P-C	T-C	C-T-O	C	P-T-C	P-T-C	P	C	P	P	P	P

NO.	21	22	23	24	25	26	27	28	29	30	31	32
T - 1/69	C	P-C	C	O	O	C-O	T	C	C	T-C	T	T
T - 6/69	C	P-C	C	P-T C-O	C	C-O	T	C	C-T	T	P-T-C	T
PPT - 6/69	C-P	C *	C	O	O-C	C	T	C	C-P	C-T	P-T-C	P-T-C

NO.	33	34	35	36	37	38	39	40	41	42	43	44	45
T - 1/69	C	T	T-C-O	C	C	T-C	C-O	C-O	C	P-C	C	P-O	C
T - 6/69	C	T	T-C X-O	C	C-T	C	C-T	C-T	P-C	P-C	C	P	C
PPT - 6/69	C-P	C-T	C-T	C	C-T	C	C-T	C-T	C	P-C	C	C	C*

NO.	46	47	48	49	50	51	52	53	54	55	56	57	58
T - 1/69	C	P-C-O	C-O	C	C-P	C	C	C	C	C	C	C	C
T - 6/69	C	P-C T-O	C-O	C	C-P	C-P	C	C	T-C	C	C	C	P
PPT - 6/69	C	P	C	C*	C-P	C*	C	C*	T-C	C*	C	C*	P

NO.	59	60	61	62	63	64	65	66	67	68	69	70	71
T - 1/69	C	C	C-O	C	C-O	C	C	C	C	C	C	C	C
T - 6/69	C-X	C	P-C-O	C	P-C	P-C	C	P-C	P-C	C	C	C-P	C
PPT - 6/69	C	C	C	C-T	P-C	P-C	C	T-C	C	C	C*	C*	C*

* Unanimous selections by Pupil Personnel Team.

APPENDIX D

Name _____ Date _____

Teacher _____ Grade _____

OBSERVATIONS OF BEHAVIOR

Directions for completing: Compare _____ with the others in your class for the areas listed. (On this rating scale a represents the most positive rating, such as "always behaves this way" or "best in class," e represents the most negative rating, for example, "never behaves this way" or "poorest in class.")

	a	b	c	d	e
I. PHYSICAL CHARACTERISTICS					
A. Child demonstrates normal vision, (if corrected, wears glasses)					
B. Child demonstrates normal hearing.					
C. Child demonstrates normal speech.					
D. Exhibits common hygiene practices.					
E. Demonstrates an average energy or activity level.					
F. Has an average or normal health history.					
G. Other (Please include any items of concern to you.)					
_____					
_____					
II. ACADEMIC PERFORMANCE					
A. Reads on grade level orally.					
B. Reads on grade level silently.					
C. Is on grade level in Language Arts.					
D. Is on grade level in Mathematics.					
E. Is able to attend to assigned tasks.					
F. Is on grade level in other subject areas.					
G. Is not easily distracted.					
H. Demonstrates average to normal attention span.					
I. Is able to follow directions.					
J. Average or normal school attendance.					
K. Average or normal tardiness record.					
L. Other.					
_____					
_____					

III. PEER RELATIONSHIPS

A. Able to get along with classmates.
B. Average or normal emotional control in group.
C. Social status in class stable (not shifting).
D. Average or normal cooperation with group.
E. Average or normal skill in interacting with group.
F. Other.

a	b	c	d	e

IV. OTHER RELATIONSHIPS

A. Is able to get along with other pupils.
B. Is able to get along with younger pupils.
C. Average or normal compliance with teacher's requests.
D. Average ability to discuss problems with teacher.
E. Average classroom behavior or performance.
F. Other.

a	b	c	d	e

OBSERVATIONS LEADING TO INFERENCES REGARDING EMOTIONAL STATUS

Let a represent always and e, never on the scale.

A. Average or normal self-confidence towards studies.
B. Is not upset by failures (doesn't pout, withdraw.
C. Demonstrates average initiative.
D. Average or normal attention seeking behavior.
E. Adapts easily to new situations.
F. Is not alarmed or frightened easily (upset if tested or the procedures are changed).

a	b	c	d	e

	a	b	c	d	e
G. Does not seek <u>much</u> support from teacher.					
H. Uses average or normal means for seeking the teachers attention. (does not speak out of turn or make unnecessary noises.)					
I. Other.					

_____

_____

Please describe any behaviors which are descriptive of emotional status. (thumb or finger sucking, constant fatigue, tears, tantrums and hostile acts; include noticeable shyness or constant daydreaming.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PRESENT PROGRAMMING FOR _____

Note: As a teacher of a self contained classroom divides the class into small groups or plans a specific program, lesson or activity for only one child, that elusive goal or meeting individual needs is approached.
(When completing this put N/A in any section that does not apply to your program.)

The child under study is in the _____ reading group and there are _____ (number) groups. (1 = the highest group).

The formal grouping in the class includes these subject areas: (list)

SUBJECT	NO. of GROUPS	GROUP CHILD IS IN
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

When informal grouping occurs is (s)he given special placement? _____

Does grouping occur between classes? _____ Is (s)he involved? _____ How? _____

Individual activities or lessons are planned for _____ in these areas (list).

_____

_____

About how many children including this child do you find yourself writing specific, individual plans for? _____

Are any of the others referred? _____

TIME SAMPLING RECORD FORM

GRADE _____ DATE _____

BEGIN TIME _____ END TIME _____

ACTIVITY _____ LOCATION _____

CODES	STUDENTS (initials or a code number)														
IW															
SW*O															
SW*S															
SW*T															
SF*O															
SF*S															
SF*T															
SH*O															
SH*S															
SH*T															
W															
D															
IO*A															
IO*N															
F															

NOTES

IW = Intent on ongoing work.

SW = Social Remark-work oriented.

SF = Social Remark-friendly.

SH = Social Remark-hostile.

W = wanders-looks around.

D = daydreaming

IO*A = busy with own-not class activity-but academic in nature.

IO*N = busy with non-academic activity-own.

F = fidgeting (always paired with another activity above).

o = opposite sexed peer.

s = same sexed peer.

t = teacher.

Developed by Jacob Kounin and associates

Wayne State University

COUNSELOR SESSION

From_____

To_____

	EA. TALLY = ½ hour	TOTAL TALLIES	HOURS
Group Cnsl. (Children)			
Indiv. Cnsl. (Children)			
Classroom Observation			
Teacher Conference T. Asks C. Asks			
Parent Conferences Educ. Team Cnslr.			
Principal Conf. P. asks C. asks			
Stu. Cnsl. Conference Stu. asks C. asks			
Planning and Office			
		TOTAL	

APPENDIX G

CHILDRENS ATTITUDE TOWARD SCHOOL

NAME_____ DATE_____

TEACHER_____ GRADE_____

	yes this is like me	some-times this is me	no this is not me
Warm-ups			
A. I enjoy watching cartoons on television.			
B. I like to play outdoors after school.			
C. I enjoy playing on the playground.			
School Self Rating			
1. I almost always finish my work in school.			
2. I enjoy coloring or painting in school.			
3. I like being with the other children in class.			
4. My teacher likes me.			
5. In school I play games very well.			
6. I enjoy talking before the class.			
7. I enjoy music in school.			
8. I can write well.			
9. School is very interesting.			
10. I like to play with the children in my class.			
11. I enjoy reading books.			
12. I am pleased when it is recess.			
13. My teacher likes me.			
14. The teacher thinks I am doing my best.			
15. I like having the teacher call on me.			
16. I am usually very good in school.			
17. The teacher makes me feel good.			
18. I learn the teacher's instructions right away.			
19. I do not get angry or upset in school.			
20. I often feel tired in school.			
21. In school I usually play alone.			
22. I often miss school because I don't feel well.			
23. The other children in my class are not friendly.			
24. I like to sit in class and daydream.			

- -

COMMENT.